

Impact of School Policies on Student Discipline in Fort Portal Municipality, Kabalore District

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ABSTRACT

This cross-sectional survey investigates the attitudes, opinions, and experiences of teachers, students, and head teachers regarding school policies' influence on student discipline in Fort Portal Municipality's secondary schools, Kabalore District. The study's objective is to identify the effects of school policies, causes of student indiscipline, and the role of school administration in shaping discipline. A sample size of 210 respondents was selected using purposive and random sampling techniques. Data collection involved structured questionnaires and face-to-face interviews, employing both primary and secondary data sources. Statistical analysis using SPSS and qualitative descriptive analysis revealed intriguing insights. A comprehensive survey encompassing the distribution of respondents by sex, marital status, and age bracket was conducted, revealing intriguing demographic trends. A robust exploration was undertaken to discern the influence of school policies on student discipline, eliciting responses from diverse stakeholders including teachers, head teachers, students, PTA members, and Board of Governors. The findings underscore the significant influence of school policies, with identified factors including Universal secondary education, Compulsory Science subjects, trained teachers, games and sports, vocational subjects, and specific registration criteria for academic progression. Moreover, the research delved into the underlying causes of student indiscipline, highlighting pivotal issues such as domestic violence, heredity, peer influence, lenient disciplinary measures, dearth of positive role models, and cultural influences. These insights underline the complex interplay of societal factors impacting student conduct. Additionally, the study expounded on the effects of school administration strategies on student discipline, emphasizing the critical role played by rule-setting, guidance and counseling, supervision, parental involvement, sensitization programs, and robust administrative structures in fostering a disciplined academic environment. The comprehensive analysis of these diverse dimensions unveils the intricate landscape influencing student behavior in secondary schools, suggesting the need for nuanced policy interventions and administrative strategies to cultivate a conducive environment for positive student conduct and academic excellence.

Keywords: School policies, student discipline, secondary schools, cross-sectional survey, attitudes, causes of indiscipline, school administration

INTRODUCTION

According to [1], discipline is the action by management to enforce organizational standards. [2, 3], defines discipline as a means to bring control, train to obedience and order or drill. [4], defines school discipline as a form of discipline appropriate to the regulation of children

and the maintenance of order in the school. However in this study, discipline was conceptualized as the observance of school rules and regulations, time management and the administration of punishments. School policies and Students Discipline are the heart of any education

institution [5]. Education is the basis of the official policy on the purpose and programs of Education. White papers' articulation of the purpose of Uganda's education system continues to be supreme guidance for the sector [6]. The aims of School policies are to promote citizenship, moral, ethical and spiritual values, promote cultural knowledge values and ability to contribute to buildings of integrated, self-sustaining and independent national economy [7, 8]. Article 30 in the constitution of the Republic of Uganda makes education for children a human right, and article 34 provides that, children are entitled to basic education by the state and the parents. School policies improves schools, when the government is able to prepare Students adequately for efficiency in Education, administration, management, evaluation and measurement [9, 10]. Teachers and head Teachers should be exemplifying basic morals, values and ethics of the teaching profession and promoting the spirit of collective responsibility which education institutions owe the public and students [11, 12].

In Uganda, the significance of education in human development is undeniable. However, the lack of effective leadership, insufficient instructional resources, inadequate teacher preparation and compensation, and uninspiring curricula have led to poor academic performance [13]. Despite these challenges, the Ugandan government has made considerable efforts to enhance the quality of education. They've established training schools to bolster the population's skills, recognizing education as a pivotal driver for sustainable development. [14], study delved into the allocation of Students Discipline within public primary schools in Uganda. It highlighted that existing school policies predominantly prioritize Secondary schools development. Nuwagaba discovered that expanding and ensuring training for students in these schools aims to equip them with essential skills crucial for educational development, fostering discipline that yields tangible and positive outcomes [15]. In Uganda, education is a key for human development

but due to lack of adequate leadership which evolves instructional resources and equipment, poor teacher preparation and remuneration, and uninspired curricula, the performance is poor [16].

The government of Uganda has done everything possible to ensure quality education services through establishing good training schools. This is because education plays a vital role in promoting sustainable development through sharpening the population's various skills [17, 18], made an examination of the distribution of Students Discipline within the educational development of the public primary school, in Uganda. It was examined that the school policies earmark development for Secondary schools. He found out that the effect of an expanding and ensuring training Students in schools is to equip them with training skills that ensure educational development roles which will yield tangible results in accordance to discipline. Schools in Uganda face a wide range of challenges including labor turn over, absenteeism, discrimination, low social status, lack of economic self-sufficiency, and poverty. In Uganda, as in many African countries, Students discipline means that Students must submit to school management leadership, this reduces their power to act independently, and avoid poverty, and/or escape reliance upon school rules and policies of their leaders [19]. [20] argue that many teachers are not concerned with their students' education, do not want to be involved or lack the skills needed to support their students' education which in turn affected their discipline. Another reason for teacher's reluctance to perform in schooling has to do with the level of authority and autonomy Students enjoy within their classrooms [21-25]. As public servants, Students are often exposed to criticism. Today's school policies are fundamental to society because they hold the future of our children in schools; they hold the key to change, and in turn a successful future [26-33]. Therefore, it is the duty of school management to provide school leaders with a complete good leadership skills that teaches them how to work together successfully, how to

question what is in front of them, and how to be catalysts of change [34-37].

Statement of Problem

Schools play an important role in the socialization process of the young people from where they learn to regulate their own conduct, respect towards others, manage their time responsibly and thus becoming responsible citizens [22]. However the current situation in Uganda's education system has been hit by a wave of indiscipline among students which is escalating rapidly with notable strikes, bullying, arson cases in schools, and vandalism of school property, general refusal to follow school rules and regulations as well as increasing alcoholism [22]. However in Uganda today, poor school policies which involve lack of adequate leadership which evolves instructional resources and equipment, poor teacher preparation and remuneration, and uninspired curricula and all these seem to be great challenges in schools and therefore not performing to the expected standards which have a

negative effect on student's discipline [23].

A bigger percentage of students in secondary school in Fort Portal Municipality, Kabarole District are indiscipline with cases of disrespecting teachers, cheating exams, bullying, alcoholism among others and its believed that school policies like compulsory science subjects, having trained teachers, Universal secondary education, Games and sports (PE) and leadership styles are reporting a wide range of potentially disruptive behaviors in the classrooms and around the schools [24]. Despite the fact that many scholars like Piana, 2002 have done research on students discipline and School policies in secondary schools, there is no any research carried out in Fort portal Municipality, Kabarole District hence a case study.

Purpose of the Study

The purpose of this study was to establish the influence School policies on students'

discipline in Fort portal Municipality, Kabalore District.

Objectives of the Study

- i. To establish the influence of school policies on students' discipline in Fort portal Municipality, Kabalore District.
- ii. To identify the causes of students' indiscipline in secondary schools in

Fort portal Municipality, kabalore District.

- iii. To establish the effects of school administration on students' discipline in Fort portal Municipality, Kabalore District.

Research Questions

- i. How school policies influence students' discipline in Fort portal Municipality, Kabalore District?
- ii. What are the causes of students' indiscipline in secondary schools in Fort portal Municipality, Kabalore District?

- iv. How does the administration of school affect students' discipline in Fort portal Municipality, Kabalore District?

Geographical scope

The study was carried out in 6 secondary schools found in Fort portal Municipality, kabalore District. The schools included

Kahinju, St Maria Gorret, King of Kings College, St Loes College, Hill side High School, Mpanga Secondary Schools.

METHODOLOGY

Research design

The study was carried out using a cross-sectional survey design to investigate the attitudes, opinions and feelings as well as

experiences of teachers, students and head teachers of the secondary schools of Fort portal Municipality, Cross sectional survey

was appropriate because extensive data could be collected at one point in time and it was very economical [25]. Cross-sectional survey was also appropriate because data could be collected from a

cross section of a population in a short time and then results generalized to represent the entire population of the study [24].

Study area

Research was carried out in selected six secondary schools of Fort portal Municipality, in Kabalore District. This area was chosen because it has over 12 secondary schools with both boys and girls from different religious affiliations. These secondary schools also compete in students' academic performance through

the Uganda National Examinations Board at national level. In these selected secondary schools, all school activities are similar like in any other school in the country and therefore the results obtained will be generalized to represent other schools in Fort portal Municipality.

Study Population

The parent populations for this study was the students and staff of over 6 secondary schools in Fort portal Municipality. The selected schools were Kahinju, St Maria Gorret, King of Kings College, St Loes College, Hill side High School, Mpanga Secondary Schools. A total of 210 students were sampled out of the total of 520

students in the six selected schools who were given questionnaires and all were returned fully filled for analysis. According to [33], when the population size is 2200, the required sample size is 338. Therefore for best results, the study used the sample size of 210.

Sample size determination

The researcher selected objectively from the targeted population so as to tap correct data from the right individual.

In sample size determination the formula by [38] was used:

$$n = \frac{Z^2 PQ}{D^2}$$

Where n= desired sample size.

Z=Standard normal deviation taken at 1.96 at confidence level of 95%.

P= Proportion of targeted population estimated to have similar characteristics.

If there is no measurable estimate, 50% (constant) or 0.5 is used, therefore, $P = 0.5$

Q= Standardize $1.0 - P = 0.5$

D= Degree of accuracy desired using 10%, or 0.1

In this case, 95% confidence level has 5% error.

The researcher took formalized questions to the respondents and got the needed data through questionnaires as well as face to face interaction with respondents. And the results got from samples matched as expected which gave reliable results (90%).

Sampling techniques

Purposive sampling was used to get the sample of respondents from head teachers and leaders of the locals as it allowed the researcher to include subjects with specific needed information in the sample. This was supported by [9], who argued that specific information is obtained through employing purposive sampling in any

study. This method will be used because it economizes time and reliable information will be obtained at a much reduced cost and time [9]. After identifying the sample frame, random sampling will be used where all respondents in sample will be having equal chances of being selected.

Data sources

The researcher used both primary and secondary data sources. In primary sources of data, the researcher got firsthand information by asking the respondents during data collection by use

of a questionnaire and interview guide while secondary data sources included information already researched on like magazines, newspapers and text books concerning the needed data.

Research instruments

Questionnaires

The questionnaire was the main instrument of data collection in this study, which was structured, and self-administered. The researcher designed questionnaires for the respondents in the selected secondary schools. These structured questionnaires were administered to the students whose views

were obtained, opinions and attitudes on how school policies influences students' discipline. Structured questionnaires are simple to administer and relatively cheaper to analyze [8]. A questionnaire was preferred as the main instrument in this study.

Interview guides

An interview guide will be prepared to assist the researcher collect data through face to face interviews that were conducted with the teachers and head teachers of the selected schools in Kabalore district. According to [22-34], interviews are a conversation with purpose

and therefore data is collected easily. Interviews also have greater flexibility and opportunity to restructure questions [21]. Interview guides shall be used because they assist the interviewer to remain focused during probing time for deeper information.

Validity

In order to establish, the validity of instruments, the research employed a technique known as triangulation to examine how data collected answer the questions under study from different perspectives. This involved comparing responses from interviews and data collection through focus group discussions and documentary source. Triangulation does not only provide stronger information but also reveals discrepancies that single technique might not reveal. The researcher is to pilot the questionnaire before finally administering it's so as to test its validity that is the

extent to which actually measures what is intended to measure in terms of content rather than measuring something else. The questionnaires were given expects to test them before use. The content validity of the questionnaire was determined by giving the questionnaires to two independent experts. The content validity index (CVI) was computed.

$CVI = N/n$

Where N = number of relevant items in the instruments

n = total number of items in the instruments

Reliability of instruments

An instrument is reliable if it consistently measures what is supposed to measure as observed by [12]. It was established through repeated trials or administration of the instruments. According to [17], with

the test - retest method, the drawn conclusions are deemed dependable and results as verified. The researcher therefore used a test - retest method to establish reliability.

Data analysis

In this study, quantitative data from the questionnaires was analyzed using frequency counts and frequency tables derived from the responses to the research questions. Data was edited, entered, coded, and analyzed correctly in the

computer using SPSS and data analysis tools. Qualitative data from interviews was also analyzed descriptively and information was presented in the narrative form.

Ethical considerations

Clearance/introductory letter was obtained from institutional ethical review committee Board of KIU - Western Campus. Also, permission was sought from

administrators of the selected schools. Consent was obtained from the participants as it's their right before taking part in the study. The data collected shall

not be altered. All information from all sources of information will be respondents will be confidentially kept. All acknowledged.

RESULTS

Demographic characteristics of the respondents

Sex of respondents

The researcher tried to investigate the sex Kabalore District and the following distribution of the respondents in the findings were obtained; selected areas in Fort portal Municipality,

Table 1: Sex respondents

Sex	Frequency	Percentage
Male	196	58
Female	142	42
Total	338	100

Source: Field data September 2017.

In Table 1 the researcher found out that female and this meant that majority of the 196 respondents accounting for 58% were respondents who were involved in the male, while 142 accounting for 42% were study were male respondents.

Marital status

The researcher investigated on the marital status of the respondents and the following findings were obtained.

Table 2: Marital status of the respondents

Marital status	Frequency	Percentage
Single	127	37.6
Married	190	56.2
Divorced	21	6.2
Total	338	100

Source: Field data September 2017

In Table 2, the researcher found out that married, and 21 accounting for 6.2% were 127 respondents accounting for 37.6% divorced. This meant that majority of the were single, 190 accounting for 56.2% were respondents were married.

Age distribution of the respondents

The researcher also investigated about the age distribution of the respondents and the following findings were obtained;

Table 3: Age distributions of the respondents

Age	Frequency	Percentage (%)
10-20	28	8.3
21- 30	164	48.4
31 - 40	118	35
41+	28	8.3
Total	338	100

Source: Field data March 2017

In Table 3 above, the researcher found out that 28 respondents accounting for 8.3% were in the age bracket between 10-20, 164 respondents accounting for 48.4% were in the age bracket between 21-30, 118 respondents accounting for 35% were in the age bracket between 31- 40 and 28

respondents were above the age of 41 accounting to 8.3%. This meant that most of the respondents were in the age bracket between 21-30 years which shows that most of the respondents were mature enough to give appropriate information.

The influence of school policies on students' discipline in Fort portal Municipality, Kabalore District.

The first objective of the study was to find out the influence of school policies on students' discipline in Fort portal Municipality, Kabalore District. In order for the researcher to capture information

to address research objective properly all the respondents which were teachers, head teachers, students, PTA members and Board of governors were interviewed and the following results were got;

Table 4: The influence of school policies on students' discipline in Fort portal Municipality, Kabalore District.

The influence of school policies on students' discipline	Frequency	Percentage
Universal secondary education	81	23.9
Compulsory Science subjects	60	17.9
Trained teachers	52	15.4
Games and sports	46	13.5
Vocational subjects	28	8.2
Not registering students with division 9 at UCE for UACE	71	21.1
Total	338	100

Source: Field data July 2017

In Table 4 above the researcher found out that 81 respondents accounting for 23.9% said that Universal secondary education is one of the influence of school policies, 60 respondents accounting for 17.9% supported compulsory Science subjects as another influence, 52 respondents accounting for 15.4% supported trained teachers, 46 respondents accounting for

13.5% supported games and sports or physical education, 28 accounting for 8.2% supported vocational subjects while 71 respondents accounting for 21.1% supported not registering students with division 9 at UCE. All the respondents participated in the above findings which showed that there were the influence of school policies.

Causes of students' indiscipline in secondary schools in Fort portal Municipality, Kabalore District

The researcher also investigated on the causes of students' indiscipline in

secondary schools and the following were the results.

Table 5: Causes of students' indiscipline in secondary schools

Causes of students' indiscipline in secondary schools	Frequency	Percentage
Domestic violence	84	24.8
Heredity	54	16
Peer influence	63	18.6
Weak punishments given to students	69	20.4
Poor role models	48	14.2
Cultural influence	20	6
Total	338	100

Source: Field data July 2017

According to table 5 above the researcher found out that 84 respondents accounting to 24.8% said that domestic violence causes students indiscipline, 54 respondents accounting to 16% said that heredity leads to indiscipline of students, 63 respondents accounting tor 18.6% said

that peer influence results to students indiscipline, 69 respondents accounting for 20.4% said that week punishment given to students promote indiscipline, 48 respondents accounting for 14.2 supported poor community role models as sources of indiscipline to students while

20 respondents accounting for 6% said that culture of the society influence the discipline. All the respondents showed cooperation and gave out their views in as far as the causes of indiscipline are

concerned. This meant that students in secondary schools are in disciplined requiring school policies to shape their discipline.

Effects of school administration on students' discipline in Fort portal Municipality, Kabalore District

The researcher also tried to seek effects of school administration on students' discipline in Fort portal Municipality, Kabalore District and in order to get the

information respondents were interviewed. The table 6 below summarized the findings.

Table 6 Shows response of effects of school administration on students' discipline

Effects of school administration on students' discipline	Frequency	Percentage
Setup of rules and regulations	118	34.8
Guidance and counseling	37	11
Supervision and monitoring	46	13.6
Parents involvement	52	15.4
Sensitizations	65	19.2
Suitable administrative structure	20	6
Total	338	100

Source: Field data, July 2017

According to table 6 above, most of respondents, 118 accounting to 34.8% of the interviewed respondents said that rules and regulations control students discipline, 37 respondents accounting to 11% supported guidance and counseling improve on students' discipline, 46 respondents accounting to 13.6 % supported supervision and monitoring as tools for discipline, 52 respondents

accounting to 15.4% said that parents involvement on cases of indiscipline promotes discipline while 20 respondents accounting for 6% supported suitable administrative structure as the strong tool for discipline of students. According to the above findings, all the respondents participated in the study while supporting the effects of school administration on students' discipline.

DISCUSSION

The influence of school policies on students' discipline in Fort portal Municipality, Kabalore District.

The study found out that there is an influence of school policies on students' discipline and the indicators of school policy were; Universal secondary education, Compulsory Science subjects, trained teachers, Games and sports, Vocational subjects and not registering students with division 9 at UCE for UACE. The study found out that universal secondary education is one of the influence of school policies, 60 respondents accounting for 17.9% supported compulsory Science subjects as

another influence, 52 respondents accounting for 15.4% supported trained teachers, 46 respondents accounting for 13.5% supported games and sports or physical education, 28 accounting for 8.2% supported vocational subjects while 71 respondents accounting for 21.1% supported not registering students with division 9 at UCE. All the respondents participated in the above findings which showed that there were the influence of school policies.

Causes of students' indiscipline in secondary schools in Fort portal Municipality, kabalore District

The study found out that the tendency for learning indiscipline runs in families and suggests that a correlation between environment influences children's early development and subsequent achievement in school. Evidence for causes of learning indiscipline among the children can be found in longitudinal research such as that conducted by [38]. Who found that infants and toddlers who received infrequent communication exchanges with their parents were more likely to show deficits in vocabulary, language use, and intellectual development before entering school?

It was revealed that environmental variable that is contributing to children's learning problems is the quality of instruction they receive. Many special educators today believe that [39] was correct when he claimed more than 25 years ago that the vast majority of "children who are labeled 'learning disabled' exhibit a disability not because of anything wrong with their perception, synapses, or memory, but because they have been seriously miss taught.

The researcher also found out that constitutional factors play the big role in causing learning indiscipline among the children there for reciprocal relations with the environment, (e.g., instruction) must

be in place to develop the neural networks that support academic skills. Even genetic studies of reading disability show that only about 50 percent of the variability in reading skills can be explained by genetic factors—the remainder is environmental. Learning indiscipline represent interplays of constitutional and environmental factors that are not yet well understood [40].

However, the study found out that 84 respondents accounting to 24.8% said that domestic violence causes students indiscipline, 54 respondents accounting to 16% said that heredity leads to indiscipline of students, 63 respondents accounting to 18.6% said that peer influence results to students indiscipline, 69 respondents accounting for 20.4% said that week punishment given to students promote indiscipline, 48 respondents accounting for 14.2 supported poor community role models as sources of indiscipline to students while 20 respondents accounting for 6% said that culture of the society influence the discipline. All the respondents showed cooperation and gave out their views in as far as the causes of indiscipline are concerned. This meant that students in secondary schools are in disciplined requiring school policies to shape their discipline [41].

CONCLUSION

In conclusion, this research paints a comprehensive picture of the multifaceted nature of student discipline, emphasizing the interplay between institutional policies, societal influences, and administrative strategies. The nuanced

insights underscore the need for holistic interventions, customized policies, and robust administrative frameworks to cultivate an environment conducive to positive student behavior and academic excellence in secondary schools.

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